



Oakbrook Elementary

306 Old Fort Drive
Ladson, South Carolina

Grades	PK-5 Elementary School	
Enrollment	1,130 Students	
Principal	Monica O'Dea	843-821-1165
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Average	At-Risk
2007	Good	Below Average
2006	Good	Below Average
2005	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

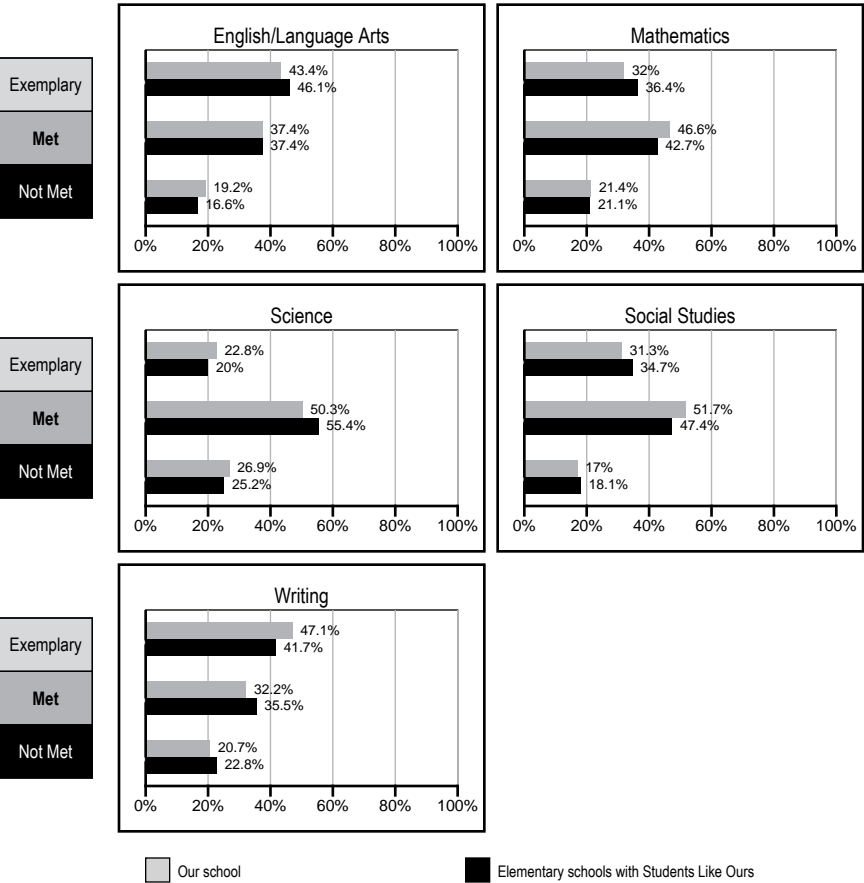
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 90.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	34	30	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,130)				
First graders who attended full-day kindergarten	99.5%	Down from 100.0%	100.0%	100.0%
Retention rate	0.4%	Down from 1.4%	1.6%	1.9%
Attendance rate	95.8%	Down from 96.0%	96.5%	96.3%
Eligible for gifted and talented	13.3%	Down from 15.3%	15.4%	10.0%
With disabilities other than speech	5.9%	Down from 6.0%	7.1%	7.7%
Older than usual for grade	0.3%	Up from 0.2%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Down from 1.6%	0.0%	0.0%
Teachers (n=77)				
Teachers with advanced degrees	50.6%	Up from 47.2%	63.0%	59.4%
Continuing contract teachers	72.7%	Up from 69.4%	84.8%	80.0%
Teachers with emergency or provisional certificates	4.2%	Up from 3.8%	0.0%	0.0%
Teachers returning from previous year	86.0%	Down from 88.0%	88.3%	85.9%
Teacher attendance rate	92.9%	Down from 93.5%	95.1%	95.1%
Average teacher salary*	\$45,384	Up 7.0%	\$48,444	\$47,149
Professional development days/teacher	11.5 days	Down from 13.9 days	11.4 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 19.2 to 1	19.3 to 1	18.8 to 1
Prime instructional time	88.0%	Down from 88.7%	90.4%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.9%	Down from 98.1%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,730	Up 10.7%	\$7,004	\$7,458
Percent of expenditures for instruction**	63.6%	Down from 64.9%	68.9%	68.8%
Percent of expenditures for teacher salaries**	60.8%	Up from 60.5%	60.2%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Oakbrook Elementary continues to "Plant Seeds of Excellence" with rigor, relevance, and relationships. Our doors opened in 1987 to meet the burgeoning educational demands of the rapidly growing suburban area. Oakbrook Elementary continues to serve children in a high growth area in our district. Even with new elementary schools opening in the district, we served almost 1130 students throughout the year. The number of classes increases; however, our class sizes remain small. Our 100 member faculty and staff work together to create a family friendly, positive atmosphere for our students.

Oakbrook Elementary has strong parent and community support. The PTA and School Improvement Council continue to support our educational initiatives. Input from these groups allows us to analyze data and look at programs that will provide the best learning environment for our students. This year was the first year Oakbrook Elementary was Title 1 targeted assistance. Working together, we were able to develop strong differentiated programs that assisted individual needs of our students.

Academic achievement is a priority at Oakbrook Elementary School. Our staff continues to provide challenging and enriching instruction for every student. With a focus on differentiation, one additional computer lab was added this year for a total of five labs. Using Compass Learning in grades one through five and Waterford in our kindergarten classrooms, students are provided additional reading and math activities based on their levels of performance.

The challenge at Oakbrook Elementary is to continue raising student achievement in the areas of math and ELA. With new students enrolling at Oakbrook Elementary throughout the year, we need to quickly identify their strengths and weaknesses in order to maximize their instruction during the school year. For the first time, Oakbrook Elementary is identified to receive Title 1 services. We have a full time Title 1 facilitator to assist teachers with classroom strategies in reading and math, as well as analyzing school data and organizing sustained staff development. We will continue to analyze data collected throughout the year on MAP (Measures of Academic Progress), DRA (Diagnostic Reading Assessment), and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to ensure lessons are rigorous and relevant. With our staff, parents, and community working together, we will continue to "Plant Seeds of Excellence."

Monica O'Dea, Principal
Dacey Goodrich, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	122	57
Percent satisfied with learning environment	87.2%	82.5%	80.4%
Percent satisfied with social and physical environment	89.2%	81.7%	80.7%
Percent satisfied with school-home relations	84.6%	85.2%	82.1%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	547	100	19.2	37.3	43.5	91	89.3	82.8	Yes	Yes
Gender										
Male	272	100	24.7	31.5	43.8	86.1	86.4	79.3	N/A	N/A
Female	275	100	13.6	43.2	43.2	96	92.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	315	100	12.2	33.6	54.2	94.6	92.9	89.5	Yes	Yes
African American	199	100	31.3	42.5	26.3	83.8	82.3	73.7	Yes	Yes
Asian/Pacific Islander	14	100	7.1	35.7	57.1	100	93.3	92.3	I/S	I/S
Hispanic	15	100	I/S	I/S	I/S	I/S	82.7	76.5	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	92.8	82.5	I/S	I/S
Disability Status										
Disabled	63	100	46.6	32.8	20.7	63.8	59.6	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	77.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	229	100	30	44	26	85	81.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	547	100	21.4	46.5	32.1	87.4	85.8	78.9	Yes	Yes
Gender										
Male	272	100	24.7	44.6	30.7	84.5	85.2	77	N/A	N/A
Female	275	100	18	48.4	33.6	90.4	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	315	100	13.6	45.1	41.4	93.6	91.5	87.2	Yes	Yes
African American	199	100	35.8	49.7	14.5	75.4	74.4	66.7	Yes	Yes
Asian/Pacific Islander	14	100	7.1	28.6	64.3	100	91.8	93	I/S	I/S
Hispanic	15	100	I/S	I/S	I/S	I/S	80.4	76	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	94.2	79.5	I/S	I/S
Disability Status										
Disabled	63	100	46.6	44.8	8.6	67.2	57.1	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	76.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	229	100	34	46	20	79	76.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	369	100	26.9	50.1	23	73.1	75.3	67.5
Gender								
Male	187	100	27.6	45.3	27.1	72.4	75	67
Female	182	100	26.1	55.2	18.8	73.9	75.8	68
Racial/Ethnic Group								
White	219	100	18.9	50.7	30.3	81.1	83.8	79.5
African American	124	100	44.7	45.6	9.6	55.3	57	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	86.4	84.3
Hispanic	13	100	I/S	I/S	I/S	I/S	70.5	60.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	83.3	71.2
Disability Status								
Disabled	45	100	40.5	47.6	11.9	59.5	42.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	66.7	59.6
Socio-Economic Status								
Subsided meals	151	100	38.9	50.4	10.7	61.1	59.9	55.1

Social Studies

All Students	361	100	17	51.7	31.3	83	81.2	72.3
Gender								
Male	178	100	23.6	40	36.4	76.4	80.9	71.5
Female	183	100	10.4	63.4	26.2	89.6	81.4	73.2
Racial/Ethnic Group								
White	203	100	12.6	46.3	41.1	87.4	86.7	80.7
African American	142	100	24	58.4	17.6	76	69.9	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	91.5	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	73.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	95.2	72.2
Disability Status								
Disabled	40	100	42.9	40	17.1	57.1	53.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	74.6	67.9
Socio-Economic Status								
Subsided meals	153	100	27.1	55.6	17.3	72.9	70.6	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	541	99.3	20.4	32.3	47.3	79.6	81.7	70.2	95.8	96.2
Gender										
Male	269	98.9	28.9	35.7	35.3	71.1	76	63.2	95.9	96.1
Female	272	99.6	11.9	29	59.1	88.1	87.5	77.5	95.7	96.3
Racial/Ethnic Group										
White	310	99	14.4	33	52.6	85.6	86.9	79.1	95.6	96
African American	195	100	31.1	30	38.9	68.9	70.9	57.6	95.9	96.4
Asian/Pacific Islander	14	100	7.1	35.7	57.1	92.9	88.6	86.2	97.1	97.1
Hispanic	17	94.1	16.7	50	33.3	83.3	78.9	62.6	95.9	96.4
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	88.4	68.7	95.7	95.8
Disability Status										
Disabled	66	98.5	60.7	26.2	13.1	39.3	37.7	26.1	94.6	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.1
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	70.2	61.2	95.8	96.3
Socio-Economic Status										
Subsidized meals	225	99.6	32.4	31.4	36.3	67.6	70.2	58.9	95.1	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	192	100	23.2	30.5	46.3	76.8
	4	183	100	20.2	39.3	40.5	79.8
	5	172	100	13.7	42.9	43.5	86.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	192	100	22.6	43.5	33.9	77.4
	4	183	100	18.4	49.7	31.9	81.6
	5	172	100	23	46.6	30.4	77
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	97	100	28.4	40.9	30.7	71.6
	4	183	100	26.4	53.4	20.2	73.6
	5	89	100	26.2	53.6	20.2	73.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	95	100	20.2	55.1	24.7	79.8
	4	183	100	12.9	54	33.1	87.1
	5	83	100	22.1	42.9	35.1	77.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	190	99.5	20.3	29.4	50.3	79.7
	4	179	99.4	22.1	36.2	41.7	77.9
	5	172	98.8	18.6	31.7	49.7	81.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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